

### **IIIA. Human Resources**

#### **General Observations:**

The ACBO Community College District (ABCCD) performs the human resources function for ACBO College. A review of ACBO College and district documents, and interviews with campus and district staff indicate that ABCCD and ACBO College have in place policies, procedures, and demonstrated practices to ensure that the campus employs personnel who are qualified by appropriate education, training, and experience to support the campus programs and services. ACBO College has on-site Human Resources management support from the District Office which reviews, develops, and implements personnel policy and procedures through a consultation process.

#### **Findings and Evidence:**

A review of the evidence demonstrates that ACBO College employs qualified personnel that support and improve the effectiveness of the instructional, services, and operational programs following ABCCD hiring procedures for faculty, classified staff, and confidential and management positions.

ACBO uses appropriate criteria and procedures for developing and advertising descriptions, and selecting and hiring faculty, management, and classified staff. Positions are advertised internally and to the public on the College and District websites, in local and professional publications, and targeted advertising websites. The district has established criteria, qualifications, and procedures for selection of personnel (stated in ACCD Board Policy Manual and HR Operation Guidelines and posted on the College website). The College Human Resources Office works in collaboration with administration, the division chairs, faculty members, and supervisors to ensure hiring is consistent in all phases of the employment process. The District is currently drafting a comprehensive Human Resources procedural manual that will be processed through consultative process in the fall of 2012 (III.A, III.A.1, III.A.1.a).

Candidates are screened through application documents, previous work experience, certificates, degrees, panel interviews, skills testing, and reference checks to verify minimum qualifications before being selected for an oral interview. ACCD Board Policy and union contracts are used to ensure that positions in the District are uniform. Faculty candidates must meet minimum qualifications published by the California Community College Chancellor's Office and provide transcripts, a statement of teaching philosophy as well as a teaching demonstration. Applicants with foreign degrees must provide foreign transcript equivalency from recognized foreign transcript evaluation services (III.A.1, III.A.1.a).

ACBO College employees are evaluated on a regular basis by evaluation policies set forth in the ACCD Board Policy Manual. Classified evaluations are completed per a written agreement between ACCD and the California School Employees Association (CSEA), based on job-related criteria. All tenured and non-tenured faculty members receive uniform and consistent evaluations. Processes are defined in the ACCD Board Policy Manual and, for faculty, in accordance with procedures outlined in an agreement between ACCD and the ACCD AFT Local 123. The *Self-Evaluation Report* noted that new evaluation instruments will be established and executed to ensure standards are measured accurately (III.A.1.b).

Faculty evaluations include classroom observation by administration and colleagues, student evaluations, instructional materials review, and professional responsibilities review. The evaluation of professional responsibilities includes faculty participation in developing and assessing student learning outcomes. The Self-Evaluation Report states that ABCCD and ACBO College continue to develop and improve new methods in determining effectiveness of SLOs (III.A.1.c).

The District has a commitment to high professional ethics standards and has a section written in the ABCCD Board Policy Manual that addresses ethical issues and also includes a nepotism policy. The Self-Evaluation Report noted that new evaluation instruments will be established and executed to ensure standards are measured accurately (III.A.1.d).

Staffing needs at the College are initially identified through individual program reviews and reviewed as part of the participatory governance process. Faculty positions are prioritized by the Academic Senate and submitted to the College Learning Council. The College President makes the final decision regarding staffing. A steady reduction in funding in the last several years has led to all a reduction in the workforce and employee classifications to assume extra work. The ABCCD Human Resources department is currently conducting a reclassification study to address all classified staffing needs district-wide to address this issue (III.A.2).

The College provides access to personnel policies as stated in the ABCCD Board Policy Manual, the HR Operational Guidelines, and the faculty and classified agreements on its website or by providing links on the College website. ACBO College through the District policies, procedures, contract provisions, and departmental duties and responsibilities provides for fairness in all employment procedures. The District maintains official personnel files for each employee at ABCCD HR office and limits access to provide sufficient security and confidentiality of the content (III.A.3).

The College exhibits a strong commitment to equity and diversity through a variety of planned social activities that promote diversity and nondiscriminatory behaviors throughout the year. A 2011 ABCCD Climate Survey Report showed 87-90% of ACBO College employees feel the general climate of the campus supports diverse groups of race, ethnicity, gender, and disabilities. Board policies, employee contracts, handbooks, guidebooks, brochures, catalogs, and communication via email and the web, and bulletin boards all provide support and commitment to integrity in the treatment of students, management, faculty, and staff (III.A.4, III.A.4.a, III.A.4.c).

The College provides staff professional development through Flex days offered in the fall and spring, coordinated by the Vice President of Academic Affairs and the Academic Senate President. A survey tool has not been used to evaluate the flex day workshops since 2007. Classified staff have the opportunity to enroll in a professional development program that offers compensation for each 15 units completed (as specified in the CSEA contract). Additionally, the College offers a variety of technology training events instructed by College or District personnel. The College continues to consider cost effective ways to bring additional professional development programs to the campus with limited funding (III.A.5)

The College uses the Educational Master Plan, the program review process, and participatory governance (College Learning Council) to identify, assess and prioritize human resource needs for faculty and staff. However, the team had difficulty determining the extent to which human resource planning is integrated with other institutional planning efforts (III.A.6).

### **Conclusions:**

The College partially meets Standard IIIA. ACBO College employs sufficient qualified personnel to support student learning programs. The ABCCD has appropriate policies, which are applied on a consistent basis to ensure that qualified personnel are employed and regularly evaluated in an equitable manner. Human Resources is a district-wide function administered from the ABCCD. Having on-site human resource management support strengthens the liaison between the District office and the College administration, faculty, and staff regarding the human resource management issues.

The team had difficulty determining the extent to which College plans and/or district plans are integrated. The College provided a document that shows the links among the plans, including its human resource planning. However, there was a lack of any narrative that fully describes the integration of the planning process. In many cases, the team was required to rely on interviews with personnel to make a determination as to the adequacy of the College's planning processes.

Finally, the team could not find evidence that the College is assessing the effectiveness of its professional development program on a regular basis.

### **Recommendations:**

#### **College Recommendation 2: Make integration among plans more explicit**

In order to improve its planning process, the team recommends that the integration among plans at the program level, institutional level, and district level be made more explicit. Although the team found evidence suggesting that the various plans are related and that resource allocation are tied to the planning process, the link among various plans and their hierarchy should be more clearly documented (Standards I.B.3 III.A.6, IIIB.2.b).

#### **College Recommendation 7**

In order meet Standards related to planning for human resources, the team recommends that the College assess its future human resource needs and fully integrate the results of the assessment into its institutional planning process. Furthermore, the team recommends that the College determine its professional development needs and assess the efficacy of its professional development efforts on a regular basis (III.A.5, III.A.5.a, III.A.5.b, III.A.6).